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ABSTRACT

Black, Jewish, and white non-Jewish tenth grade students and their parents living in an integrated inner suburb of a large metropolitan area were the subjects of the two studies presented. The first investigated self concept and educational variables in the three groups described above. Six educational variables were identified from the students' cumulative records. A self concept inventory designed by Soares and Soares was used to measure five self concept variables. Results discussed include differences between groups and interrelations among variables. The second study looked at the attitudes of parents toward education and their aspirations for their children. A two-part questionnaire was sent to 70 randomly chosen parents from the three groups. Results indicated that of 12 parent variables measured, significant differences emerged on only two: (1) between blacks and other groups on occupational level, blacks working at lower levels with equal educational attainment; and (2) between high hopes and low expectations regarding the level of their childrens' education by parents of all three groups. (TL)

ATTITUDES OF PARENTS OF SELECTED GROUPS TOWARD EDUCATION AND THEIR ASPIRATIONS FOR EDUCATION FOR THEIR CHILDREN

R E S E A R C H P A P E R

Presented at the annual meeting of the American Personnel and Guidance Association, New Orleans, March, 1970

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ATTITUDES OF PARENTS OF SELECTED GROUPS TOWARD EDUCATION AND THEIR ASPIRATIONS FOR EDUCATION FOR THEIR CHILDREN

Modern America is a transient and mobile society. A result of this for educators is that people of all classes, races, and backgrounds have been meeting face-to-face within educational settings. Today the amount of interaction among the members of these different groups is increasing as a result of the emphasis on equality of educational opportunity through integration. Schools have been slow to achieve integration because of segregated housing patterns and the concept of the neighborhood school. But as housing patterns change, so does the composition of the school and many educators and parents are concerned over the impact on education.

Educators must face this fact and be prepared to deal with it effectively. For this they need information about the attitudes and values of the groups that constitute the changing community. Previous research alone is not adequate. Simply referring to similarities and differences, or looking at possible changes in one group does not seem to provide sufficient information. Questions need to be asked that pertain to the various groups making up a community.

PROBLEM

The basic purpose of this investigation was to examine the attitude of parents toward education, and their aspirations and realistic expectations for their children's education, as they are related to membership in the following groups: Black, Jewish-White, non-Jewish-White. (For simplicity of reference, herein called Black, Jewish and White.) The study also examined the relationship between the parents' attitudes, aspirations and

expectations and the following variables: highest grade level and degree obtained by the father; highest grade level and degree obtained by the mother; the general socio-economic level of the family as determined by the occupational level of the father; and the number of years the family has lived in the community.

The following is the list of all variables in the study:

1. Attitude of parents toward Education in General
2. Attitude of Parents toward Education as Practiced in the School District (specific attitudes)
3. Grade Level of Father
4. Grade Level of Mother
5. Grade Level Hoped for Child
6. Grade Level Expected for Child
7. Degree Obtained by Father
8. Degree Obtained by Mother
9. Degree Hoped for Child
10. Degree Expected for Child
11. Years of Residence in District
12. Occupational Level*

The specific questions of interest in this investigation were:

1. Are parents' attitudes toward education related to group membership?
2. Are the occupational and educational backgrounds of parents related to group membership?
3. Are the parents' educational aspirations for their children related to group membership?

*Classified as Professional-Managerial, Sales, Clerical and Service, and Labor; based on a modified D.O.T. classification schema.

PROCEDURES

The population sampled for this study was in an inner suburb of a large metropolitan area. The population was about 55,000. Until recent years, the community was predominantly Jewish, with a substantial ratio of non-Jewish-Whites, but very few Blacks. In the past few years, the number of Blacks in the community has increased significantly, resulting primarily from the gradual expansion of the large city's Black community across the city's boundaries into several suburbs.

The sample for this study was selected from parents of grade 10 students of the senior high school. Approximately 25% of this class was Black; 30% White, and 45% Jewish. These percentages were representative of the community's population.

The invited sample consisted of 70 parents randomly selected from each of the identified groups. The investigators contacted the parents by phone to verify addresses and obtain cooperation in the study. Questionnaires with self-addressed, stamped, return envelopes were mailed to the accepting sample. Data was obtained for analysis from 36 Jewish parents, 25 White parents, and 20 Black parents. These numbers were roughly proportional to the make-up of the student population.

The questionnaire consisted of two basic parts: the first designed to assertain the parents' attitudes toward education in general and the school district in specific and the second designed to obtain background data and the parents' aspirations for their children. The attitudinal portion of the questionnaire consisted of 27 opinion items for which there were four possible responses ranging from strongly agree (+2) to strongly disagree (-2).

Ten of the statements reflected opinions toward education in general and the remaining 17 reflected opinions toward the school district in specific.

These statements were divided about evenly in positive and negative directions. Examples of statements used are listed below.

General, positive:
A person should continue in school getting all the education he can within the limits of his ability.

General, negative:
The only real value of an education is that you need it in order to get a job.

Specific, positive:
The School District adequately prepares students for college.

Specific, negative:
The School District is not efficiently run; it does not make the best use of tax dollars.

The remainder of the questionnaire consisted of a check list of grade levels and degrees obtained. These were responded to according to the following frames-of-reference: father; mother; child, hoped; and child, expected. Also elicited here were the occupation of the head of the household and the number of years the family had lived in the school district.

The data collected were analyzed primarily using analysis of variance techniques with subsequent paired comparison tests where appropriate and product moment correlations. The significance level was set at .05 for all analyses except for the primary correlational ones. For these, the .01 level was used to compensate for the relatively large number of relations determined.

RESULTS

A. DIFFERENCES BETWEEN GROUPS

Parametric and non-parametric analyses of variance were used to examine the differences among the groups for the parent variables. The two attitude scales of the questionnaire and the number of years of residence in the district were considered interval data and were tested with the analysis of variance, randomized group design. The occupation level of the father, the grade levels and degrees of father and mother, and hoped and expected for

the child are at least ordinal data and were examined with the Kruskal-Wallis One Way Analysis of Variance. These results are presented in Table 1. The means or medians and N's by group for all parent variables are found in Table 2.

TABLE 1

TABLE 2

Neither the general attitude scale nor the specific attitude scale showed differences among the three groups. To estimate the reliability of the two scales, an alpha coefficient was obtained from item variances and overall variance of the scales. These reliability estimates were .57 and .85 for the general and specific scales respectively.

The highly significant differences between the groups on years of residence in the district is perfectly in line with the known demography of the district. The paired comparisons, analyzed with Duncan's Multiple Range Test for unequal N's, were significant for all groups. The Jewish families are the oldest residents and the Black families the newest in the district.

Using the Kruskal-Wallis H statistic, significant differences were found among the occupation levels of the fathers which had been ranked from 1 to 4. Paired comparisons using the Mann-Whitney U statistic were significant for all groups. The rank of the groups on occupation level of the father, from high to low, was Jewish, White, Black.

No differences were found among the groups on any of the grade level or degree obtained variables.

B. DISCREPANCIES BETWEEN ASPIRATION AND EXPECTATION FOR THE CHILD'S EDUCATION

Two similar pairs of measures were used to determine whether there was a discrepancy between the parent's aspiration for their children's education and their more realistic expectation of what the child will actually do. These are the grade

level and degree both hoped for and expected of the child. The responses for which there was a discrepancy between the parent's aspiration for their children's education and their more realistic expectation of what the child will actually do. These are the grade level and degree both hoped for and expected of the child. The responses for which there was a discrepancy on these measures were examined using the Wilcoxon Matched-Pair Signed Ranks Test. The results are found in Table 3. For both grade level and degree obtained, the aspiration was greater than the expectation for the child's education.

TABLE 3

The Chi Square test of independence was used with the three groups as one dimension and discrepancy-no discrepancy as the other dimension. This statistic was obtained for both the grade level and degree obtained. No significant results were found (See Table 3). The null hypothesis that discrepancy between aspiration and expectation for the child's education is independent of group membership is retained.

C. INTERRELATIONS AMONG VARIABLES

To determine the relation between the twelve parent variables, all intercorrelations were obtained. The resulting 66 correlations of paired variables are found in Table 4.

TABLE 4

The scale for general attitude toward education and the scale for attitude toward education in that specific district were significantly correlated, though of a low order (.34). The general attitude scale also correlated significantly with the father's education level as measured by the highest grade completed (.45) but not by the degree obtained (.30). It also correlated with the aspiration and expectation of the child's education, again, as measured by grade level (.34 and .35) but not the degree obtained (.30 and .29).

As might be expected, the grade level and degree obtained were highly correlated for father, mother, hoped for child, and expected of child. The father's education level was significantly and moderately correlated with the mother's. The aspiration for the child's education was also significantly correlated with the expectation of the same.

The only significant correlation between the parents' education level and that aspired or expected of the child was between grade level of father and grade level realistically expected of the child (.34).

Finally, the occupation level of the father is significantly and moderately correlated with his education level. These two correlations (-.40 for grade level and -.53 for degree obtained) were negative since the highest occupations were coded 1 and the lowest 4.

DISCUSSION

Of the 12 parent variables studied, significant differences among the groups emerged on only 2 of them. Of particular interest were the variables in which no significant differences were found. Within the groups sampled, no differences emerged on attitudes toward education (neither general nor specific), educational levels of parents, or educational levels hoped and expected for their children. Within the community, the Blacks reflected the same attitudes and aspirations as did the Jewish and Whites. It would seem then that many of the racial concerns about Blacks being different, not caring, having less concern for educational attainment, and the like are unwarrented.

Although the median education level of the parents of all groups was High School, the median of their aspirations for their children was four years of college. Evidently the parents of all groups are aware that their children need more education than they themselves had in order to obtain a comparable entry level position in the occupational world.

Of concern was the significant differences between the Blacks and other

groups on occupation level. The Blacks reported working at lower level occupations than Jewish or Whites even though there were no differences in educational attainment. This discrepancy is disconcerting and seems to support the much publicized bias in job opportunities for Blacks.

As expected, a significant difference was found between hoped for (aspiration) and expected (realistic expectation) level of the child's education by the parents. This phenomenon of discrepancy has been genrally expressed for lower socio-economic groups. Evidently, it also exists for other socio-economic levels as well. In this respect, no differences were found among the three groups.

TABLE 1

ANALYSES OF VARIANCE OF SELECTED PARENT VARIABLES

Comparison	Source of Variance	SS	df	MS	F
General Attitude	Between	59.00	2	29.50	1.342
	Within	1736.97	79	21.99	
Specific Attitude	Between	41.90	2	20.95	---
	Within	7488.49	79	94.79	
Years in District	Between	2569.36	2	1284.68	27.292**
	Within	3671.46	78	47.07	

	Group	Ranks	df	H
Grade Level Father	B	883.5	2	3.66
	J	1288.0		
	W	1398.5		
Grade Level Mother	B	882.5	2	0.543
	J	1407.0		
	W	1207.0		
Grade Level Child, Hoped	B	888.5	2	2.260
	J	1605.0		
	W	1076.5		
Grade Level Child, Expected	B	820.5	2	0.407
	J	1557.0		
	W	1192.5		
Degree Obtained Father	B	814.5	2	3.157
	J	1340.0		
	W	1415.5		
Degree Obtained Mother	B	875.5	2	1.114
	J	1376.0		
	W	1318.5		

TABLE 1 (continued)

Comparison	Group	Ranks	df	H
Degree Obtained Child, Hoped	B	911.5	2	2.496
	J	1593.0		
	W	1065.5		
Degree Obtained Child, Expected	B	815.0	2	1.755
	J	1629.5		
	W	1125.5		
Occupational Level	B	605.5	2	7.697*
	J	1713.0		
	W	1251.0		

*Significant at .05 level
**Significant at .01 level

TABLE 2

Means and Sample Sizes of Selected Parent Variables

Comparison	Statistic	GROUP Black	Jewish	White
General Attitude	M	10.86	10.17	8.68
	N	20	36	25
Specific Attitude	M	14.14	14.97	16.04
	N	20	36	25
Grade Level Father	Mdn	14.00	12.08	14.20
	N	20	36	25
Grade Level Mother	Mdn	12.50	11.84	13.32
	N	20	36	25
Grade Level Child, Hoped	Mdn	Above 16.00	Above 16.00	15.94
	N	20	36	25
Grade Level Child, Expected	Mdn	15.61	15.78	15.58
	N	20	36	25
Degree Obtained, Father	Mdn	High School	High School	High School
	N	20	36	25
Degree Obtained, Mother	Mdn	High School	High School	High School
	N	20	36	25
Degree Obtained, Child, Hoped	Mdn	College (4 yr.)	Masters	College (4 yr.)
	N	20	36	25
Degree Obtained, Child, Expected	Mdn	College (4 yr.)	College (4 yr.)	College (4 yr.)
	N	20	36	25
*Years in District	Mdn	3.19	17.14	11.00
	N	20	36	25
**Occupational Level	Mdn	2.94	1.30	1.47
	N	20	36	25

*Used Duncan's New Multiple Range Test With Unequal N's for paired comparison. Significant differences (.05) were between all pairs of Means. Significant ranges were: B-W=4.06, B-J=3.98, J-W=3.59.

**Used Mann-Whitney U Test for paired comparisons. Significant differences (.05) were found among all groups with Jewish having the highest and Blacks having lowest occupations.

TABLE 3

Analyses of Discrepancy Between Parents' Aspiration and Realistic Expectation for their Children

Comparison	Variables	Direction	Difference 0	1	2	3	4	Z
Wilcox Matched-Pairs Signed Ranks Test for Discrepancy Between Aspiration and Realistic Expectation	Grade Level for Child (Hoped-Expected)	+	52	-	-	-	-	4.4*
		-	-	22	5	1	-	
			-	1	0	0	-	
	Degree Obtained for Child (Hoped-Expected)	+	47	-	-	-	-	4.5*
		-	-	20	9	2	1	
			-	2	0	1	0	

		Group	Number Discrepancy	Number No Discrepancy	χ^2
Chi-Square Test of Independence for Discrepancy and Group Membership	Grade Level for Child (Hoped-Expected)	B	10	11	1.6
		J	11	24	
		W	8	17	
	Degree Obtained for Child (Hoped-Expected)	B	12	9	3.6
		J	11	24	
		W	11	14	

*Significant at .01 level

TABLE 4

Relations Between Selected Parent Variables

Variable 1	Variable 2										
	2	3	4	5	6	7	8	9	10	11	12
1. General Attitude	+.341*	+.449*	+.240	+.340*	+.351*	+.301	+.229	+.300	+.292	+.162	-.080
2. Specific Attitude		+.132	+.084	-.058	+.044	+.064	+.067	+.232	+.232	+.076	-.064
3. Grade Level, Father			+.460*	+.182	+.337*	+.863*	+.481*	+.181	+.221	-.052	-.403*
4. Grade Level, Mother				+.267	+.230	+.473*	+.878*	+.188	+.257	-.031	-.268
5. Grade Level, Child; Hoped					+.603*	+.116	+.199	+.507*	+.402*	+.084	+.024
6. Grade Level, Child; Expected						+.311	+.213	+.399*	+.657*	+.161	-.266
7. Degree Obtained, Father							+.523*	+.167	+.185	-.099	-.528*
8. Degree Obtained, Mother								+.202	+.240	-.148	-.317
9. Degree Obtained, Child; Hoped									+.842*	+.010	-.238
10. Degree Obtained, Child; Expected										+.058	-.278
11. Years in District											-.117
12. Occupational Level											

*Significant at the .01 level.

SELF-CONCEPT AND EDUCATIONAL VARIABLES AMONG BLACK, JEWISH, AND WHITE-NON-JEWISH STUDENTS

R E S E A R C H P A P E R

Presented at the annual meeting of The American Personnel and Guidance Association, New Orleans, March, 1970

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SELF-CONCEPT AND EDUCATIONAL VARIABLES AMONG BLACK, JEWISH, AND WHITE-NON-JEWISH STUDENTS[1]

Modern American society is transient and mobile. As a result, people of all classes, races, and backgrounds meet face-to-face within educational settings. Research has indicated that differences among groups often exist with respect to self-concept, intelligence, adjustment, and academic achievement (Long and Henderson, 1969; Williams and Byars, 1968; Gibby and Gabler, 1967; Goldberg, 1967; Hammers, 1957). These differences have usually been explained on the basis of classification and focus; for example, at one time lower I.Q. scores among Negroes were interpreted as evidence of inherent intellectual differences (Pettigrew, 1964); recently, though, economic class has been cited as an underlying factor (Deutsch and Brown, 1964). Differences within specified groups have been indicated and tend to support the assumption that innate characteristics do not explain varying results but that the surrounding environment and attitudes influence the variables studied (Deutsch and Brown, 1964; Williams and Byars, 1968; Johnson, 1966). In today's society, emphasis had been placed on the need for total integration with respect to occupational level, economic class, and race. Educators must face this new prospect, must realize how it might influence educational variables, and must be prepared to deal with it effectively.

Previous research alone does not seem to be sufficient. Simply referring to differences and relationships or looking at possible changes in one group has not provided adequate information. Questions must be asked that pertain to the various groups making up the contemporary community. Differences and relationships among groups within the educational setting may be pertinent.

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PROBLEM

The basic purpose of this investigation was to examine selected educational and self-image variables as they are related to student membership in the following groups: Black; Jewish-White; and non-Jewish-White. (For simplicity of reference, herein called Black, Jewish, and White.) Of further interest were the interrelations among the variables both within the subgroups and for the overall group.

Eleven variables were identified for their possible significance in terms of educational importance and possible relation to the subgroup categories. Of these, five of the variables related to student self-image and six related to educational characteristics (sex included). These variables were the following:

Self Image Variables	Educational Variables
1. Self-Image	*6. Sex
2. Ideal Self	7. Grade Point Average
3. Reflected Self-Peers	8. Credit Units
4. Reflected Self-Teachers	9. Absences
5. Reflected Self-Parents	10. Tardies
	11. I.Q.

The specific questions of interest in this investigation were:

1. Are student self perceptions related to group membership?
2. Are the students' educational variables related to group membership?
3. Are the interrelations of self-perceptions and educational variables related to group membership?

* For computing purposes, females were assigned a value of 0 and males a value of 1.

PROCEDURES

The population sampled for this study was an inner suburb of a large metropolitan area. The population was approximately 55,000. Until recent years, the community was predominantly White-Jewish with a substantial ration of non-Jewish-Whites, but very few Blacks. In the past few years, the number of Blacks in the community has increased significantly, resulting primarily from the gradual expansion of the large city's Black community across the city's boundaries into several suburbs.

The student sample for this study was selected from the tenth grade class of the senior high school. Approximately 25% of the class was Black, 30% White, and 45% Jewish; these percentages were representative of the community's population.

The investigators enlisted the assistance of the school counselors in identifying 290 of 525 in the specified class according to group membership in terms of this study. These identified subjects included 71 Blacks, 123 Jewish, and 96 White. These figures are relatively proportional to the school population.

The investigators obtained information regarding the selected educational variables on the identified students from the students' cumulative records. This information included I.Q., cumulative grade point average, number of tardies, number of absences, and number of credits earned.

The self concept inventory used in this study was developed by Anthony T. Soares and Louise M. Soares, University of Bridgeport; this inventory has been referred to in a published study by the authors (Soares and Soares, 1969) and was used in this investigation with their permission.

The self concept inventory was administered to 402 grade ten students (both identified and unidentified according to group membership) by teachers during class time. The inventory was designed to measure the five variables of Self-Image, Ideal Self, Reflected Self-Peers, Reflected Self-Teachers, and Reflected Self-Parents.

The data collected were analyzed using analyses of variance techniques with subsequent paired comparison tests where appropriate, and by correlational procedures. A significance level of .05 was used for the ANOVA and subsequent paired comparisons. For the correlational procedures, a significance level was set at .01 to compensate for the relatively large number of relations determined.

RESULTS

Differences Between Groups

To determine whether the student's self image and educational variables were related to group membership, an analysis of variance (randomized group design) was performed on each of the five self-concept scales and on each of the five educational variables. Table 1 contains the analysis of variance results. Significant differences were found among the groups on the Self-Image scale, GPA, cumulative credit units earned, number of tardies and I.Q. These differences were then analyzed using Duncan's New Multiple Range Test with unequal N's for the paired comparisons. Table 2 contains the means and the N's for the three groups for the ten variables as well as the significant ranges and the results of the analysis of the paired comparisons. The Blacks scored significantly higher on the Self-Image scale than the Whites, yet performed significantly less well on the IQ test. There were no differences between Jewish and White on these variables. All groups were significantly different in academic performance as measured by GPA and cumulative credit units, with Jewish highest, followed by Whites then Blacks. Jewish students

had significantly fewer tardies than either Blacks or Whites. In summary, then, the Blacks had higher Self-Images although they performed less well academically; the Jewish performed better academically and were tardy less often; and Whites were the mid group in academic performance.

Interrelations Among Variables

To determine the interrelation among the variables, all intercorrelations were obtained on the ten Self-Image and academic variables plus sex for all students who had taken the self-concept scales and for whom academic data were available (N = 402). Separate intercorrelations were obtained for subgroups of Black, Jewish, and White students who had been identified by group (n's = 42; 102; and 53 respectively). The results of correlations of the 55 separate comparisons for these four groupings are presented in Table 3.

The five self-concept scales were all significantly related with each other. Except for Ideal Self image, the interrelations among the scales were very high (above .65). One would suspect that four of the scales are measuring much the same thing. All five scales related significantly with GPA but the correlations were of a low order. GPA was significantly related to every variable but sex; the correlations were high for cumulative credit (.68) and IQ (.65) and moderate negative for absences and tardies (-.31 and -.30 respectively). Absences and tardies related negatively to both cumulative credit and IQ and positively with each other.

To examine the relation of variables by subgroups, a Chi Square was done to find significant differences among the groups on the correlations of each pair of variables. This series of tests revealed several significant differences among subgroups. The pairs of correlated variables, for which the subgroups were found to differ and the differences were "washed out" in the correlation for the overall group, were: sex vs. GPA; sex vs. Reflected

Self-Peers; sex vs. Self-Image; Self-Image vs. absences; Self-Image vs. tardies; Self-Image vs. cumulative credit; cumulative credit vs. Reflected Self-Parents. Of the correlated variables significantly different from zero for the overall group, the following showed differences among the subgroups: Self-Image vs. Reflected Self-Parents; Ideal Self vs. Reflected Self-Teachers; cumulative credit vs. Reflected Self-Teachers; cumulative credit vs. absences; and GPA vs. absences.

The correlated variables found significant by subgroups were further analyzed in paired comparisons of the subgroups using the z test for differences between r's (See Table 4).

DISCUSSION

Probably the most interesting result in this study was that the Black students scored the highest in the Self-Image scale. The emphases on Black Power and "Black is beautiful" may be reflected in these results; at any rate, integration has not seemed to have a negative impact on the Black's concept of his own dignity.

Although there was the expected positive relation between GPA and IQ, there was a lower relation (.465) for the Blacks than for the Whites or the Jewish (.687 and .655). The IQ's of Black students were significantly lower than both Jewish and White students; yet, apparently, the relation between the two variables was not as high as would normally be expected.

An explanation for this would, by necessity, be quite hypothetical. The Blacks scored the highest on self-image. Perhaps this more positive Self-Image has served to compensate for lower IQ scores; the Blacks may be in the beginning stages of overcoming inhibiting factors by attempting to "do well in school" despite intellectual problems (which could be due to past history and environment or the cultural bias of standardized IQ tests). Because they are interacting with students for whom grades are important, the Blacks may be attempting to raise their own academic level. Another possibility, of course, is that the

teachers' expectations are lower for the Black student and as a result they lower academic standards for those students.

An interesting finding was the high relation between Self-Image and Reflected Self-Teachers. All groups were significant from zero but not from each other. Jewish students scored the highest on the Reflected Self-Teachers scale, Blacks next, and then Whites. The majority of teachers in this district are Caucasian. It seems that White teachers are viewed positively by Blacks. This result tends to question the assumption that Blacks should be taught by Blacks. It should be mentioned though, that this school district has a reputation for its high caliber staff; therefore, generalizations based on this study alone could not be made.

Typically, girls in high school are expected to do better academically than boys. This result was found to be true only in the White group(-.371). The correlation for both Blacks (.082) and Jewish (.000) were not significantly different from zero.

In all cases there were negative correlations between Self-Image and IQ (B: -.185; J: -.135; W:-.123). These relations were not significant but seem to indicate that grades may not have as great an influence on students' Self-Images as some educators have believed.

This study was intended to be descriptive and exploratory. Differences among the specified groups were found; yet many similarities were present also. Perhaps the similarities offer as much information as the differences. By interacting in a naturally integrated situation, many of the traditional differences may become less obvious. A possible extension of this project would be to gather the same information on a longitudinal basis. Meaningful comparisons could be made which might indicate how worthwhile integration actually is.

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TABLE 1

Analyses of Variance of Selected Student Variables

Comparison	Source of Var.	SS	df	MS	F
Self Image	Between	769.864	2	384.932	3.058*
	Within	24668.756	196	125.861	
Ideal Self	Between	172.548	2	86.274	1.552
	Within	10895.836	196	55.591	
Reflected Self - Peers	Between	169.576	2	84.788	----
	Within	29409.80	196	150.050	
Reflected Self - Teachers	Between	460.934	2	230.467	1.504
	Within	30184.931	197	153.223	
Reflected Self - Parents	Between	669.122	2	334.561	1.700
	Within	38778.268	197	196.844	
GPA	Between	14.266	2	7.133	24.867**
	Within	60.632	212	0.286	
Credit Units	Between	52.112	2	26.056	24.297**
	Within	228.336	213	1.072	
Absences	Between	132.32	2	66.160	2.312
	Within	6065.744	212	28.612	
Tardies	Between	338.68	2	169.340	8.916*
	Within	4026.092	212	18.991	
I.Q.	Between	5760.534	2	2880.267	14.636**
	Within	41325.90	210	196.790	

*Significant at the .05 level.
**Significant at the .01 level.

TABLE 2

Means and Sample Sizes of Selected Student Variables

	Comparison	Statistic	GROUP Black	Jewish	White
*1	Self Image	M	21.86	18.02	16.31
		N	43	101	55
	Ideal Self	M	30.86	33.11	31.73
		N	43	101	55
	Reflected Self - Peers	M	21.96	22.19	20.05
		N	43	101	55
	Reflected Self - Teachers	M	20.07	20.60	17.07
		N	43	102	55
	Reflected Self - Parents	M	17.35	20.60	16.67
		N	43	102	55
*2	GPA	M	1.57	2.22	1.98
		N	49	106	60
*3	Credit Units	M	6.31	7.54	7.00
		N	50	106	60
	Absences	M	5.76	7.27	5.65
		N	49	106	60
*4	Tardies	M	4.16	1.11	2.87
		N	49	106	60
*5	I.Q.	M	103.38	116.37	114.88
		N	47	106	60

Used Duncan's New Multiple Range Test with Unequal N's for paired comparisons.

*1 - Significant difference (.05) was between Means for Black-White. Significant ranges were: B-W=4.75, B-J=4.03, J-W=3.72.

*2 - Significant differences (.05) were between all pairs of Means. Significant ranges were: B-W=.20, B-J=.19, J-W=.17.

Footnotes for Table 2 continued.

*3 - Significant differences (.05) were between all pairs of Means. Significant ranges were: B-W=.39, B-J=.37, J-W=.33.

*4 - Significant differences (.05) were between Means for Black-Jewish and Jewish-White. Significant ranges were: B-W=1.66, B-J=1.49, J-W=1.46.

*5 - Significant differences (.05) were between Means for Black-White and Black-Jewish. Significant ranges were: B-W=5.40, B-J=5.11, J-W=4.48.

TABLE 3

Relations Between Selected Student Variables; Over All Students and Within Subgroup Classifications

Variable 1		Variable 2	Subgroup: Black (N=42)	Jewish (N=102)	White (N=53)	Over All (N=402)
Sex	*vs.*	Self Image	+.353	-.105	+.010	+.056
Sex	*vs.*	Ideal Self Image	+.251	-.071	+.042	-.106
Sex	*vs.*	Reflected Self, Peers	+.322	-.196	+.030	-.010
Sex	*vs.*	Reflected Self, Teachers	+.226	-.105	-.124	-.060
Sex	*vs.*	Reflected Self, Parents	+.007	-.140	-.147	-.066
Sex	*vs.*	GPA	+.082	.000	-.371*	-.034
Sex	*vs.*	Cumulative Credit	-.178	-.203	-.226	-.073
Sex	*vs.*	Absences	-.036	-.085	+.002	-.102
Sex	*vs.*	Tardies	+.189	+.099	+.241	+.036
Sex	*vs.*	I.Q.	+.028	+.091	-.193	+.054
Self Image	*vs.*	Ideal Self Image	+.250	+.440*	+.409*	+.281*
Self Image	*vs.*	Reflected Self, Peers	+.751*	+.816*	+.788*	+.778*
Self Image	*vs.*	Reflected Self, Teachers	+.666*	+.693*	+.693*	+.652*
Self Image	*vs.*	Reflected Self, Parents	+.461*	+.702*	+.800*	+.675*
Self Image	*vs.*	GPA	-.142	+.085	+.211	+.128*
Self Image	*vs.*	Cumulative Credit	-.319	+.087	+.181	+.098
Self Image	*vs.*	Absences	+.153	+.182	-.263	-.019
Self Image	*vs.*	Tardies	+.142	+.008	-.367*	-.072
Self Image	*vs.*	I.Q.	-.185	-.035	-.023	-.021
Ideal Self Image	*vs.*	Reflected Self, Peers	+.293	+.538*	+.513*	+.316*
Ideal Self Image	*vs.*	Reflected Self, Teachers	+.232	+.594*	+.374*	+.324*
Ideal Self Image	*vs.*	Reflected Self, Parents	+.013	+.429*	+.423*	+.270*
Ideal Self Image	*vs.*	GPA	+.244	+.155	+.092	+.139*
Ideal Self Image	*vs.*	Cumulative Credit	-.002	+.129	+.007	+.028
Ideal Self Image	*vs.*	Absences	+.054	-.040	-.235	+.039
Ideal Self Image	*vs.*	Tardies	+.083	-.151	-.286	-.047
Ideal Self Image	*vs.*	I.Q.	+.106	+.113	+.049	+.105

TABLE 3 (cont.)

Variable 1		Variable 2	Subgroup Black (N=42)	Jewish (N=102)	White (N=53)	Over All (N=402)
Reflected Self, Peers	*vs.*	Reflected Self, Teachers	+.807*	+.820*	+.719*	+.718*
Reflected Self, Peers	*vs.*	Reflected Self, Parents	+.558*	+.772*	+.764	+.704*
Reflected Self, Peers	*vs.*	GPA	-.042	+.047	.000	+.135*
Reflected Self, Peers	*vs.*	Cumulative Credit	-.252	+.056	+.008	+.112
Reflected Self, Peers	*vs.*	Absences	+.084	+.070	-.158	+.027
Reflected Self, Peers	*vs.*	Tardies	-.178	-.209	-.282	-.166*
Reflected Self, Peers	*vs.*	I.Q.	-.039	-.057	-.159	+.003
Reflected Self, Teachers	*vs.*	Reflected Self, Parents	+.536*	+.764*	+.653*	+.674*
Reflected Self, Teachers	*vs.*	GPA	-.056	+.156	+.329*	+.237*
Reflected Self, Teachers	*vs.*	Cumulative Credit	-.298	+.168	+.218	+.143*
Reflected Self, Teachers	*vs.*	Absences	+.024	-.063	-.303	-.109
Reflected Self, Teachers	*vs.*	Tardies	-.213	-.262	-.378*	-.229*
Reflected Self, Teachers	*vs.*	I.Q.	-.093	+.004	+.061	+.075
Reflected Self, Parents	*vs.*	GPA	-.037	-.011	+.284	+.137*
Reflected Self, Parents	*vs.*	Cumulative Credit	-.280	+.004	+.237	+.118
Reflected Self, Parents	*vs.*	Absences	-.110	+.026	-.283	-.039
Reflected Self, Parents	*vs.*	Tardies	-.328	-.147	-.390*	-.244*
Reflected Self, Parents	*vs.*	I.Q.	-.306	-.109	+.055	-.021
GPA	*vs.*	Cumulative Credit	+.725*	+.616*	+.713*	+.679*
GPA	*vs.*	Absences	-.417*	-.124	-.583*	-.314*
GPA	*vs.*	Tardies	-.192	-.252*	-.276	-.302*
GPA	*vs.*	I.Q.	+.465*	+.687*	+.655*	+.650*

TABLE 3 (cont.)

Variable 1		Variable 2	Subgroup Black (N=42)	Jewish (N=102)	White (N=53)	Over All (N=402)
Cumulative Credit	*vs.*	Absences	-.432*	-.075	-.525*	-.268*
Cumulative Credit	*vs.*	Tardies	-.055	-.218	-.029	-.222*
Cumulative Credit	*vs.*	I.Q.	+.476*	+.488*	+.465*	+.447*
Absences	*vs.*	Tardies	+.083	+.350*	+.086	+.196*
Absences	*vs.*	I.Q.	-.092	+.040	-.221	-.129*
Tardy	*vs.*	I.Q.	-.071	-.148	-.230	-.172*

*Significant at .01 level.

TABLE 4

Relations Between Selected Student Variables: Differences Significant Among Student Subgroups

Comparison	Subgroups Black N=42	Jewish N=102	White N=53	χ^2	Significant Paired Comparisons	z
Sex vs. Reflected Self - Peers	+.322	-.196	+.030	8.174*	Black-Jewish	2.822**
Sex vs. GPA	+.082	.000	-.371	6.423*	Black-White White-Jewish	2.206* -2.243*
Cumulative Credit vs. Reflected Self - Teachers	-.298	+.168	+.218	7.633*	Black-White Black-Jewish	-2.473* -2.525*
Cumulative Credit vs. Reflected Self - Parents	-.280	+.004	+.237	6.133*	Black-White	-2.478*
Self Image vs. Reflected Self - Parents	+.461	+.702	+.800	7.973*	Black-White Black-Jewish	-2.815** -1.974*
GPA vs. Absences	-.417	-.124	-.583	10.324**	White-Jewish	-3.126**
Ideal Self vs. Reflected Self - Teachers	+.232	+.594	+.374	6.586*	Black-Jewish	-2.366*
Ideal Self vs. Reflected Self - Parents	+.013	+.429	+.423	6.058*	Black-White Black-Jewish	-2.052* -2.356*
Cumulative Credit vs. Absences	-.432	-.075	-.525	10.023**	Black-Jewish White-Jewish	+2.049* -2.930**
Cumulative Credit vs. Self Image	-.319	+.087	+.181	6.544*	Black-White Black-Jewish	-2.403* -2.208*

TABLE 4 (cont.)

Comparison	Subgroups: Black N=42	Jewish N=102	White N=53	χ^2	Significant Paired Comparisons	z
Self Image vs. Absences	+.153	+.182	-.263	7.278*	Black-White White-Jewish	+1.981* +2.612**
Self Image vs. Tardies	+.142	+.008	-.367	7.333	Black-White White-Jewish	+2.473* -2.266*
Self Image vs. Sex	+.353	-.105	+.010	6.272*	Black-Jewish	+2.504*

*Significant at the .05 level.
**Significant at the .01 level.